

Clark County School District

Martinez, Reynaldo L. ES

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I



Mission Statement

At Martinez we are dedicated to developing leaders who are proactive in a diverse world. We will begin with the end in mind to pursue growth and learning through hard work, high expectations, and positive relationships. Together we will celebrate the individual through a creative and fun learning environment.

Vision

At Martinez we are dedicated to developing the whole child to become a productive successful student in an ever changing world. It is our intent to create a learning environment where growth and learning is pursued, high expectations are the norm, positive relationships are established, and diversity is celebrated through a creative and fun learning environment.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/reynaldo_martinez_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

According to the Spring 2025 Math MAP data, 64% of 5th-grade students, 61% of 4th-grade students, 68% of 3rd-grade students, and 62% of 1st-grade students met their projected growth targets. Similarly, 59% of 2nd-grade and 59% of 5th-grade students met their projected growth targets, according to the Spring 2025 Reading MAP data.

The procedures (RPCs and consistent family communications) implemented from the 2024-2025 school year effectively decreased chronic absenteeism by 2% to 13.8% by the end of the school year. Attendance rates by grade at the end of the 2024-2025 school year were as follows: kindergarten, 91.7%; 1st grade, 92.23%; 2nd grade, 93.53%; 3rd grade, 93.15%; 4th grade, 94.97%; and 5th grade, 94.08%.

The total number of behavioral events decreased from 252 in the 2023-2024 school year to 218 in the 2024-2025 school year. The total number of suspensions decreased from twenty-seven in the 2023-2024 school year to thirteen in the 2024-2025 school year. The inclusion of Restorative Justice actions increased from none in the 2023-2024 school year to eighteen in the 2024-2025 school year.

Student Success Areas for Growth

- Differences in growth percentages by grade level may indicate gaps in the vertical alignment of curriculum, instructional strategies, and intervention practices—especially between 2nd and 3rd grade in both math and reading.
- Leverage MAP data to differentiate instruction based on student RIT band groupings and implement targeted small groups or re-teaching cycles for students who are not meeting projected growth.
- The percentage of proficient students in reading and math is expected to increase by the end of the 2024-2025 school year.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none"> Students do not have consistent access to the Lexia curriculum. Some parents speak a language other than English as their first language. Students need more support with understanding the language embedded in Tier I instruction. 	<ul style="list-style-type: none"> Monitor Lexia usage weekly to identify access gaps and follow up with classrooms or students not meeting usage goals. Host multilingual parent workshops or virtual tutorials on how to support learning at home, especially literacy-based platforms like Lexia. Use bilingual liaisons or family engagement facilitators to connect with families, translate materials, and build relationships. Increase co-teaching or push-in support from ELL specialists during Tier I instruction.
Foster/Homeless	Students require more support in meeting their basic needs, including those related to social-emotional learning (SEL).	<ul style="list-style-type: none"> Use a SEL-focused curriculum. Connect families with external services for food assistance, mental health support, and housing stability. Use trusted adults for regular check-ins and needs assessments.
Free and Reduced Lunch	Students require more support in meeting their basic needs, including those related to social-emotional learning (SEL).	<ul style="list-style-type: none"> Use a SEL-focused curriculum. Connect families with external services for food assistance, mental health support, and housing stability. Use trusted adults for regular check-ins and needs assessments.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	<ul style="list-style-type: none"> Students do not have consistent access to the Lexia curriculum. Some parents speak a language other than English as their first language. Students require additional support in understanding the language embedded in Tier I instruction. 	<ul style="list-style-type: none"> Use Lexia data reports on a weekly basis to track engagement and intervene when usage is low. Offer workshops with interpreters on how to support students with Lexia, homework, and school routines. Use visuals, anchor charts, and sentence stems to make academic language more accessible. Incorporate explicit vocabulary instruction in all content areas. Train teachers in strategies to meet the needs of English learners during Tier I.
Racial/Ethnic Minorities	<ul style="list-style-type: none"> Language barriers affect student learning and family engagement. Underrepresentation in gifted, honors, or advanced academic programs. Disproportionate discipline practices impact minority students more severely. Limited access to technology, academic resources, or tutoring outside of school. Fewer opportunities for enrichment or extracurricular involvement due to financial or transportation barriers. Lower levels of trust or engagement with the school system are due to historical or cultural factors. 	<ul style="list-style-type: none"> Provide translated materials for all school communications, including report cards, permission slips, and academic reports. Host family engagement nights in multiple languages to explain the curriculum, expectations, and available resources. Adopt restorative justice practices and trauma-informed strategies school-wide. Provide school-based after-school tutoring or homework help sessions.

Student Group	Challenge	Solution
Students with IEPs	<ul style="list-style-type: none"> Many parents lack the knowledge or resources to effectively support their students' learning at home. Insufficient differentiation or modification of Tier I instruction to meet individual learning needs. Low expectations or limited exposure to grade-level content can reduce growth opportunities. 	<ul style="list-style-type: none"> Offer regular sessions (in-person or virtual) on topics like helping with homework, literacy strategies, or using digital learning platforms. Use apps like ClassDojo, Remind, or TalkingPoints to keep parents updated and suggest easy at-home learning activities. Utilize i-Ready data to identify and respond to students' needs in real-time. Scaffold access (e.g., graphic organizers, sentence frames, pre-teaching vocabulary) to the curriculum so all students engage with grade-level standards.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall, students are low in reading foundational skills and fluency skills, as well as basic math computational skills and math fact fluency.

Critical Root Cause: Consistent implementation of Tier I and Tier II reading instruction is essential across all classrooms. Accountability measures are needed to ensure instructional strategies from professional development are applied with fidelity. Ongoing training is necessary to effectively address Tier II and Tier III instructional needs and interventions. Lack of time to fully implement the reading curriculum.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- All grade levels consistently established and maintained common planning times.
- Weekly Professional Learning Community (PLC) meetings were held with full teacher participation.
- Discussions during PLCs were focused and aligned to instructional goals and best practices.

Adult Learning Culture Areas for Growth

- Strengthen teacher understanding of how to effectively scaffold Tier I instruction and differentiate learning.
- Provide targeted support on the use of small groups, one-on-one instruction, and spiraling content to reinforce learning.
- Establish a regular PLC schedule specifically for special education teachers to collaborate and align instructional practices.
- Implement systems of follow-up and accountability to ensure the application of strategies discussed in professional development.
- Introduce an instructional coaching model to provide ongoing, job-embedded support and feedback for teachers.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none">• Limited usage of bilingual resources and materials tailored to ELs’ proficiency levels.• Inconsistent training for teachers on differentiating instruction to meet ELs’ unique learning styles.• Lack of family engagement strategies that address language barriers and cultural differences.• Inconsistent use of data to inform instruction and interventions specific to EL populations.	<ul style="list-style-type: none">• Incorporate visual aids, sentence stems, anchor charts, and language frames to support content access.• The EL strategist will monitor ELL students and provide ongoing training and support to meet their individual needs.• Teachers will utilize the Lexia platform to reinforce skills for students.• Develop individual language goals tied to academic targets and progress-monitor regularly.

Student Group	Challenge	Solution
Foster/Homeless	<ul style="list-style-type: none"> Limited professional development for staff on trauma-informed practices and understanding the unique needs of foster and homeless youth. Barriers to family engagement and communication, especially when students lack stable guardianship. Difficulty accessing basic needs such as transportation, school supplies, and consistent meals affect attendance and learning. 	<ul style="list-style-type: none"> The school's social-emotional support team, which includes the school-based counselor and Community in Schools Liaison, will continue to monitor and support students on each caseload. Utilize flexible communication methods, such as texting apps, emails, and translated robocalls. Ensure daily access to free breakfast, lunch, and after-school snacks.
Free and Reduced Lunch	<ul style="list-style-type: none"> Limited access to equitable resources and support systems that address the unique academic and socio-emotional needs of low-income students. Gaps in family engagement due to economic stressors and limited availability or communication barriers. Lack of consistent access to technology, tutoring, and enrichment opportunities outside of school hours. Inadequate coordination of community and school resources to holistically support FRL students and their families. 	<ul style="list-style-type: none"> The school's social-emotional support team, which includes the school-based counselor and Community in Schools Liaison, will continue to monitor and support students on each caseload. Ensure access to free academic programs like Lexia or i-Ready during and after school hours. Provide school supplies, clothing, and hygiene kits at the start of the school year and as needed. Offer flexible meeting times, virtual conferences, and translated materials to increase parent participation.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	<ul style="list-style-type: none"> • Frequent mobility and interrupted schooling hinder consistent access to instructional resources and academic support. • Limited culturally relevant and language-appropriate materials and programs tailored to migrant students' unique backgrounds. • Insufficient staff training on the specific educational and social-emotional needs of migrant learners. • Barriers to family engagement due to language differences, work schedules, and frequent relocations. 	<ul style="list-style-type: none"> • The school's social-emotional support team, which includes the school-based counselor, social worker, and Community in Schools Liaison, will continue to monitor and support students on each caseload. • Integrate trauma-informed and culturally responsive teaching practices into regular PD sessions. • Offer flexible meeting times and mobile-friendly communication tools (texts, ClassDojo) in families' preferred languages.
Racial/Ethnic Minorities	<ul style="list-style-type: none"> • Insufficient family and community engagement strategies that honor diverse cultural norms and languages. • Inconsistent culturally responsive teaching practices and resources that reflect the diverse backgrounds and experiences of these students. 	<ul style="list-style-type: none"> • ELL strategist will monitor ELL students and provide ongoing training and support to meet their needs. • Intentional planning to address complex vocabulary within the tier I curriculum. • Develop multilingual communication systems (e.g., TalkingPoints, translated newsletters, community radio) to ensure all families receive and understand school information. • Host culturally inclusive family events that celebrate the traditions and contributions of the school's diverse communities.

Student Group	Challenge	Solution
Students with IEPs	<ul style="list-style-type: none"> • Insufficient collaboration time among general education and special education staff. • Barriers to family engagement and communication about students' needs and progress. • Teacher difficulty with analyzing student data and writing appropriate goals. • Teacher implementation of best practices for IEP completion. 	<ul style="list-style-type: none"> • The Special Education team, specifically the school-based SEIF, will continue to monitor and ensure appropriate measures and instruction are in place to meet the needs of the students. • Build scheduled co-planning time into the master schedule (e.g., shared prep periods or weekly PLCs). • Offer regular progress updates in family-preferred languages, using interpreters or translation tools as needed. • Offer regular coaching or mentoring on legal requirements and instructional strategies for students with disabilities.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers need stronger support in scaffolding Tier I instruction and differentiating learning effectively.

Critical Root Cause: Weak Follow-Up Systems: Absence of consistent accountability measures to ensure professional development strategies are implemented effectively in classrooms.

Problem Statement 2: Follow-up and accountability systems are weak, and an instructional coaching model is needed to provide ongoing, job-embedded support for consistent implementation and growth.

Critical Root Cause: Lack of Instructional Coaching: No established coaching model to provide personalized, job-embedded support and feedback to teachers.

Problem Statement 3: Targeted guidance on small groups, one-on-one instruction, and spiraling content is lacking.

Critical Root Cause: Communication Gaps: Insufficient communication and shared understanding among staff about best practices and expectations for Tier I instruction and differentiation.

Connectedness

Connectedness Areas of Strength

The procedures (RPCs and consistent family communications) implemented from the 2024-2025 school year effectively decreased chronic absenteeism by 2% to 13.8% by the end of the school year. Attendance rates by grade at the end of the 2024-2025 school year were as follows: kindergarten, 91.7%; 1st grade, 92.23%; 2nd grade, 93.53%; 3rd grade, 93.15%; 4th grade, 94.97%; and 5th grade, 94.08%.

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Connectedness Areas for Growth

- Implement and consistently reinforce Tier I behavior interventions.
- Utilize time daily to build meaningful relationships with students.
- Ensure daily teacher communication with families regarding student attendance.
- Develop and implement a progressive discipline plan.
- Create and share a clear referral guide to ensure that behavior procedures are followed consistently.
- Establish a dedicated MTSS (Multi-Tiered System of Support) team focused on student behavior.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none"> • Language Barriers in Communication: Difficulty understanding teacher messages about attendance or behavior expectations, and families may misunderstand school communications. • Limited Access to Tier I Supports: Behavior interventions and SEL lessons delivered in English only can leave English language learners (ELs) less supported. • Relationship Building Hurdles: Reduced one-on-one check-ins if cultural or language differences aren't addressed. 	<ul style="list-style-type: none"> • Use ClassDojo with auto-translate for all school-to-home messaging. • Translate all important documents, attendance notices, and behavior communication into home languages. • Provide interpreters or bilingual staff for in-person meetings, phone calls, and family events. • Monitor the inclusion of ELs in Tier I supports through walkthroughs and feedback cycles. • Utilize the EL strategist to help plan, model, and evaluate the implementation of supports.
Foster/Homeless	<ul style="list-style-type: none"> • High Mobility & Attendance Gaps: Frequent relocations make consistent daily attendance and follow-up communications difficult. • Family Communication Barriers: Lack of stable guardians means RPCs and family outreach often go unanswered. • Trauma-Related Behavior Triggers: Greater need for Tier I behavior supports, yet less access to predictable routines and RJ (Restorative Justice) opportunities. 	<ul style="list-style-type: none"> • Address high mobility and attendance gaps by assigning a designated point of contact (the school-based counselor and/or Community in Schools Liaison) to monitor and support highly mobile students with weekly check-ins. • Improve Family Communication by utilizing multiple outreach methods (text, email, phone, counselor, etc.) for RPCs and behavior communication. • Ensure Restorative Justice activities (e.g., circles or conferences) are made accessible to all students, especially those in crisis. • Use visual schedules, consistent routines, and positive behavior reinforcement to provide a sense of stability and predictability.

Student Group	Challenge	Solution
Free and Reduced Lunch	<ul style="list-style-type: none"> • Resource Constraints Impact Attendance: Economic pressures (e.g., unreliable transportation, need to care for siblings) can drive chronic absenteeism. • Stress-Related Behavior: Higher outside-of-school stress can manifest in behaviors requiring more Tier II supports, yet referral and MTSS processes may lag. • Engagement & Relationship Time: Teachers pressed for time may spend less daily one-on-one with FRL students, juggling multiple needs. 	<ul style="list-style-type: none"> • Implement attendance incentives tied to consistency, with options that don't rely on financial contributions (e.g., recognition, leadership roles, school-wide raffles). • Partner with Communities In Schools to provide resources, including clothing and school supplies. • Utilize the school-based counselor and CIS liaison to conduct daily emotional check-ins or small groups focused on managing stress and behavior regulation.
Migrant/Title1-C Eligible	<ul style="list-style-type: none"> • Interrupted Schooling: Seasonal work patterns cause sporadic attendance, undermining consistent behavior interventions and relationship building. • Cross-District Referrals: Changing schools mid-year complicates using a single referral guide or MTSS team to support behavior. • Family Outreach Difficulty: RPCs and newsletters may not reach families who move frequently or lack stable contact information. 	<ul style="list-style-type: none"> • The school's social-emotional support team, which includes the school-based counselor, social worker, and Community in Schools Liaison, will continue to monitor and support students on each caseload. • Ask families to list multiple contact methods (e.g., email, text, alternate phone) during enrollment and update them quarterly. • Translate key communications (such as RPCs and newsletters) and provide them in multiple formats (printed, digital, and verbal when possible). • Utilize community liaisons or bilingual support staff to conduct follow-ups or home visits when contact is difficult.
Racial/Ethnic Minorities	<ul style="list-style-type: none"> • Cultural Misalignment of Interventions: Tier I behavior strategies may not reflect students' cultural norms, reducing buy-in. • Discipline Disparities: Potential over-referral to the office for minor infractions, making progressive discipline plans unevenly applied. • Trust & Relationship Gaps: Historical mistrust can limit daily check-ins from teachers, causing a feeling of disconnect. 	<ul style="list-style-type: none"> • Incorporate student and family voices into the development of school-wide expectations and social-emotional learning (SEL) routines to promote cultural relevance. • Standardize the progressive discipline plan with clear, posted steps to ensure consistent application across classrooms.

Student Group	Challenge	Solution
Students with IEPs	<ul style="list-style-type: none"> • Inconsistent Inclusion in Tier I: IEP accommodations may not be embedded in daily behavior/SEL lessons, weakening support. • Complex Referral Procedures: Staff unfamiliarity with special-ed processes can delay MTSS referral or behavior plan implementation. • Coordination Challenges: Limited PLC time with special ed and general teachers reduces opportunities to align behavior supports and relationship-building strategies. 	<ul style="list-style-type: none"> • Provide collaborative planning time for general and special education teachers to co-develop accessible behavior supports and SEL materials. • Create and distribute a clear, user-friendly MTSS and special education referral flowchart to all staff. • Build in protected PLC time for general education and special education teams to co-plan and review behavior strategies. • Use shared behavior tracking tools (e.g., digital check-ins and common progress logs) to align student supports across settings.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Disciplinary incidents are disproportionately higher among Black students at Martinez Elementary. Although they make up only 25.6% of the student population, they account for nearly half of all behavior incidents, suggesting potential inequities in behavior response and support systems.

Critical Root Cause: Schoolwide behavior expectations and consequences may not account for cultural differences in communication or behavior styles.

Problem Statement 2 (Prioritized): The frequency and severity of behavioral incidents increase with grade level, indicating a need for stronger Tier I behavior interventions and social-emotional learning supports.

Critical Root Cause: Upper-grade students may not be receiving consistent SEL lessons or access to proactive supports, such as restorative practices or check-ins, and expectations may differ across grade levels or groups, contributing to disproportionate referrals.

Problem Statement 3: Students with IEPs are overrepresented in behavior incidents, accounting for over 30% of behavior events, despite being a smaller percentage of the school population. This indicates a need for stronger inclusive supports, behavior accommodations, and staff training.

Critical Root Cause: Students with IEPs may not consistently receive Tier I SEL, BIPs (Behavior Intervention Plans), and behavior instruction in ways that are accessible and aligned with their needs.

Problem Statement 4: According to the 2023-2024 school data, the following demonstrate Martinez's chronic absenteeism: Kindergarten 20.4%, first grade 18.9%, second grade 9%, third grade 11.9%, fourth 19.2%, and fifth 16%.

Critical Root Cause: Younger students (e.g., kindergarten and first grade) show the highest rates, suggesting a possible lack of strong routines or a clear emphasis on the importance of early-grade attendance. Some families may struggle with transportation, housing instability, or work schedules that prevent regular school attendance. Limited access to mental health and social-emotional support can also impact attendance.

Priority Problem Statements

Problem Statement 1: Teachers need stronger support in scaffolding Tier I instruction and differentiating learning effectively.

Critical Root Cause 1: Weak Follow-Up Systems: Absence of consistent accountability measures to ensure professional development strategies are implemented effectively in classrooms.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Overall, students are low in reading foundational skills and fluency skills, as well as basic math computational skills and math fact fluency.

Critical Root Cause 2: Consistent implementation of Tier I and Tier II reading instruction is essential across all classrooms. Accountability measures are needed to ensure instructional strategies from professional development are applied with fidelity. Ongoing training is necessary to effectively address Tier II and Tier III instructional needs and interventions. Lack of time to fully implement the reading curriculum.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Disciplinary incidents are disproportionately higher among Black students at Martinez Elementary. Although they make up only 25.6% of the student population, they account for nearly half of all behavior incidents, suggesting potential inequities in behavior response and support systems.

Critical Root Cause 3: Schoolwide behavior expectations and consequences may not account for cultural differences in communication or behavior styles.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: The frequency and severity of behavioral incidents increase with grade level, indicating a need for stronger Tier I behavior interventions and social-emotional learning supports.

Critical Root Cause 4: Upper-grade students may not be receiving consistent SEL lessons or access to proactive supports, such as restorative practices or check-ins, and expectations may differ across grade levels or groups, contributing to disproportionate referrals.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - Panorama surveys

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Study of best practices
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data
- Other
 - District-Wide Survey/School-Based Surveys

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Enrollment
- Enrollment trends
- Home Visits
- Mobility rate, including longitudinal data

- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Other
 - MRA Survey
 - PLC Survey

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-2026 school year, the percentage of K-5 students who meet or exceed their projected growth targets on the MAP Growth Assessment will increase: In reading, from 51.2% (Spring 2025) to 54% (Winter 2026) and 57% (Spring 2026). In math, from 73.2% (Spring 2025) to 76% (Winter 2026) and 80% (Spring 2026).

Formative Measures: Progress will be monitored using Curriculum-Based Assessments (unit/module assessments), i-Ready reports, performance tasks, instructional walk-throughs, and MAP Growth interim reports to ensure students are on track.

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: All licensed staff will be provided professional development on all tiers of instruction.					Status Check		EOY Reflection
					Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Targeted Professional Development - Provide ongoing PD for K-5 teachers on delivering effective reading instruction for all learner levels, using research-based programs. - Offer grade-level training on 95 Phonics Core, HMH Into Reading, Reading Mastery, and enVision Math based on need.	Leadership Team Members	Quarterly				
2	Instructional Planning Support - Administrators and strategists will attend PLC meetings and offer follow-up PD focused on strengthening lesson quality and alignment.	Administrators	Weekly				
3	Data-Driven Instruction - Monitor student progress regularly in ELA and math to identify grade-level skill gaps. - Admin and strategists will analyze data to adjust instruction and interventions as needed.	Admin and strategists	Every 4-6 weeks				
4	Curriculum Implementation - Use a school-wide instructional calendar to guide consistent implementation of core programs (95 Phonics, HMH Into Reading, Reading Mastery, and enVision Math).	Teachers, Administrators	Daily				
5	RTI (Response to Intervention) Training - Train staff to: Recognize when students need more time or practice; Match instruction to student needs; Address issues with attention, motivation, or skill acquisition; Provide more explicit or individualized instruction; Support teachers in implementing student support plans developed by the RTI team.	MTSS Team	Every 4-6 weeks				
Position Responsible: Administrators, Strategists							

<p>Resources Needed: Tier I materials (95 Phonics Core Program, HMH Into Reading, enVisions Math) Supplemental Materials: Decodable texts and leveled readers, Graphic organizers, anchor charts, fluency passages, Math manipulatives and visual aids District or vendor-provided training for 95 Phonics, HMH, Reading Mastery, and enVisions Internal PD on differentiation, small-group instruction, and RTI processes Time/support from strategists to lead modeling, co-planning, and observations Intervention tracking forms Collaborative Planning Time: Built into the master schedule for data analysis and lesson design Dedicated RTI Time Block: Daily/weekly time for Tier II and Tier III interventions Professional development on tiered reading and math instruction. Professional development on the RTI process and tools needed to be monitored and implemented.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level Level 1: Strong: Build a committed staff and provide professional development</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	No review	No review	
Improvement Strategy 2 Details		Reviews	
Improvement Strategy 2: Teachers will be provided time every week to work on data-driven instruction for reading.			EOY

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Celebrate Progress - Share success stories of student growth during staff meetings or PLCs. - Recognize teachers' effective data-driven instruction to build buy-in.	Administrators, strategists	Monthly
2	Build Time into the Schedule - Ensure a dedicated weekly block (e.g., 45-60 minutes) in the master schedule for teachers to meet in grade-level or content teams. - Align this time with support staff availability (e.g., strategists, admin).	Administrators	Weekly
3	Support with Coaching & Resources - Assign a coach, strategist, or admin to attend data meetings regularly.	Administrators, strategists	Weekly
4	Provide Clear Meeting Structure - Use a data meeting protocol or agenda to guide the work. - Include time for identifying focus standards and adjusting small-group plans.	MTSS Team, Grade-Level Chairpersons	Weekly
5	Monitor & Reflect - Collect brief notes from each meeting (e.g., student groups formed, skills targeted, next steps). - Review implementation of small groups or targeted lessons through walkthroughs and coaching cycles.	Administrators, strategists	Monthly
6	Train Teachers on Data Use - Provide short PD or modeling on: - Interpreting MAP Growth & MAP Skills data - Using RIT bands to group students - Aligning resources to identified skill gaps	Administrators	Before October 2026
7	Use Student-Friendly Data Tools - Supply teachers with tools like: Data trackers or dashboards (by skill or standard), Student goal-setting templates	Teachers, Strategists	August

Position Responsible: Administrators

Resources Needed: Reading Materials: Read Well, HMH into Reading, 95 Phonics Core Program, Tier II materials

Haggerty Curriculum

Zoom Framework Materials

Grade-level RIT band resources from MAP Growth (e.g., MAP Learning Continuum or Skills Navigator)

MAP Growth Assessment data reports

Formative assessment tools (e.g., exit tickets, running records, ESGI, i-Ready)

Data dashboards or spreadsheets to organize and monitor student groups and progress

Dedicated weekly PLC or data meeting time (protected in the master schedule)

Instructional strategist/coach or admin presence for support during data meetings

Optional substitute coverage or paraprofessional support during key planning sessions or data dives

Access to coaching support for modeling or co-planning

Data tracking templates (digital or print)

Lesson plan formats that incorporate data-driven instruction

Meeting protocols or agendas for structured collaboration

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6

Evidence Level

Status Check		Reflection
Oct	Feb	June
Reviews		

Problem Statements/Critical Root Cause: Student Success 1

No review	No review	
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SMART Goal 1 Problem Statements:

Student Success
<p>Problem Statement 1: Overall, students are low in reading foundational skills and fluency skills, as well as basic math computational skills and math fact fluency. Critical Root Cause: Consistent implementation of Tier I and Tier II reading instruction is essential across all classrooms. Accountability measures are needed to ensure instructional strategies from professional development are applied with fidelity. Ongoing training is necessary to effectively address Tier II and Tier III instructional needs and interventions. Lack of time to fully implement the reading curriculum.</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, 100% of K-5 classroom teachers at Martinez Elementary will receive targeted professional development focused on scaffolding Tier I instruction and effective differentiation strategies, resulting in at least 80% of teachers demonstrating growth in content delivery, as measured by quarterly instructional walkthrough data and coaching logs.

Formative Measures: Monthly coaching logs showing number of teachers supported and focus areas.
Quarterly walkthrough data to assess shifts in practice (e.g., frequency and quality of small group instruction).
Teacher feedback surveys on the clarity and usefulness of coaching.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide targeted professional development by offering mini-PDS or PLC sessions for K-5 classroom teachers.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Create or refine a walkthrough rubric with school-wide Tier I expectations and coaching priorities.	Administrators, Leadership Team	August 2025			
2	Conduct Baseline Instructional Walkthroughs (Use at least two observers (admin + coach/strategist) for calibration.)	Administrators, Strategists	August-September 2025			
3	Begin logging PD/coaching support by the teacher. (Keep logs updated weekly to track support and growth over time.)	Administrators, Strategists	Weekly			
4	Conduct Quarterly Progress Walkthroughs	Administrators, Strategists	Quarterly			
5	Reflect & Adjust - After each quarter, hold a leadership team meeting to: Analyze walkthrough and coaching log data; Identify teachers/grades needing more support; Adjust coaching assignments, topics, or intensity as needed.	Leadership Team	Quarterly			
Position Responsible: Administrators, Strategists Resources Needed: Walkthrough Rubric or Checklist - Focused on look-fors: small group instruction, one-on-one support, spiraled content; Aligned with Tier I expectations and coaching goals Coaching Log Template - Track coaching cycles, topics addressed, and teacher progress Devices (laptops/tablets) for observers to input real-time walkthrough data Admin or coach time blocked out for: Conducting baseline and quarterly walkthroughs; Reviewing lesson plans and coaching logs; Holding reflection/data review meetings Protected time during PLCs for reviewing patterns and providing feedback At least two observers for walkthroughs (admin + coach/strategist) Brief training or calibration session for walkthrough observers (how to use rubric, rate consistently)						
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: Facilitates a growth mindset and learning-focused culture Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers need stronger support in scaffolding Tier I instruction and differentiating learning effectively. Critical Root Cause: Weak Follow-Up Systems: Absence of consistent accountability measures to ensure professional development strategies are implemented effectively in classrooms.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

Formative Measures: Monthly Disaggregated Suspension Reports:

Track suspension data by student group (race/ethnicity, IEP status, EL status, etc.)

Compare the percentage of suspensions to each group's total enrollment to identify disproportionality trends early.

Restorative Practice and Intervention Logs:

Monitor how often restorative alternatives (e.g., circles, reflection, parent conferences) are used instead of suspensions.

Track by student group to ensure equity in access to non-punitive responses.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administer TFI 3.0 to obtain baseline data.	Leadership Team, Administration	Throughout the school year starting in August			
2	Based on the results of the TFI, prioritize one to three items for implementation focus.	Leadership Team, Administration	Ongoing (September - December) 2025			
3	Establish five or fewer positively stated schoolwide SEB expectations defined in a schoolwide teaching matrix with specific examples by setting and routine.	Leadership Team, Administration	October 2025			
4	Post schoolwide expectations (in at least two of the most common home languages, and that are developmentally appropriate) around the school.	Strategists, Administration	October 2025			
5	Hold a meeting to share the SEB matrix with staff. Communicate the individual and group incentive program to be able to list at least four of the five expectations by November 30, 2025.	Culture Team, Administration	November 2025			
6	Administer the TFI 3.0, focused on the prioritized implementation items, to monitor progress.	Leadership Team, Administration	Winter (January) 2026			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
7	Continue to work on strengthening Tier I PBIS implementation.	Leadership Team, Administration	Ongoing (January - May) 2026
8	Administer the TFI 3.0, focused on the prioritized implementation items, to monitor progress.	Leadership Team, Administration	Spring (May) 2026

Position Responsible: Leadership Team

Resources Needed: Access to the TFI 3.0 tool

Trained TFI facilitator

Time and space for MTSS team to meet

TFI scoring summary/report

PBIS Team planning template or priority-setting protocol

Short-form or partial TFI tracking tools

Progress logs or reflection templates

Behavior data tracking system (Infinite Campus)

Recognition systems (tickets, certificates, school-wide shout-outs)

Harmony Academy resources to aid in teaching school-wide expectations

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6

Evidence Level

Level 1: Strong: Creating a Positive School Climate and Culture

Problem Statements/Critical Root Cause: Connectedness 2

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 2: The frequency and severity of behavioral incidents increase with grade level, indicating a need for stronger Tier I behavior interventions and social-emotional learning supports. **Critical Root Cause:** Upper-grade students may not be receiving consistent SEL lessons or access to proactive supports, such as restorative practices or check-ins, and expectations may differ across grade levels or groups, contributing to disproportionate referrals.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

We gather information on academic performance, attendance, behavior, and family engagement to inform the school's decision-making process each year. This data goes through a root cause analysis, which leads to the creation of school-wide goals.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Staff, families, and community members are actively involved in the development of our School Improvement Plan through our shared leadership teams—including the School Organizational Team, Lighthouse Team, and Grade-Level Chair Team—by participating in meetings where data is reviewed and input is gathered collaboratively.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Martinez Elementary utilizes Title I funding to support several key initiatives that increase learning time and promote a well-rounded education for all students. Through a structured Response to Intervention (RTI) model, the school provides dedicated intervention blocks for Tier II and Tier III support in reading and math, utilizing research-based programs such as 95 Phonics Core, HMH Into Reading, enVisions Math, and Reading Mastery. Teachers receive ongoing professional development to effectively scaffold Tier I instruction, differentiate learning, and analyze student data. Weekly protected planning time enables educators to collaborate in Professional Learning Communities (PLCs), adjust instruction based on MAP Growth data, and implement targeted small-group strategies tailored to student needs.

Additionally, Title I funds support the implementation of a schoolwide social-emotional learning (SEL) program, Harmony Academy, along with restorative practices to strengthen the school climate and reduce disciplinary disruptions. These behavior supports ensure more time is devoted to instruction and help create a positive, inclusive learning environment. Overall, these initiatives reflect a comprehensive approach to equity, achievement, and whole-child development.

2.6: Address needs of all students, particularly at-risk

The Title I-funded initiatives at Martinez Elementary directly address the needs of all students—especially those considered at-risk—by aligning instructional, behavioral, and social-emotional supports with equity-focused strategies outlined in the plan's Equity Resource Supports tables. For academically at-risk students, Title I supports targeted intervention through daily RTI and the use of evidence-based programs such as 95 Phonics Core, HMH Into Reading, and enVision Math. These tools, combined with dedicated professional development and data-driven Professional Learning Community (PLC) planning, ensure that instruction is differentiated and scaffolded to meet the diverse needs of learners, including English learners, students with Individualized Education Programs (IEPs), and those from low-income backgrounds.

The plan also addresses non-academic barriers to success by integrating schoolwide SEL instruction, restorative justice practices, and behavior interventions funded through Title I. Equity Resource Supports highlight challenges such as language barriers, mobility, trauma, and lack of access to basic needs—and provide actionable solutions like bilingual communication tools, culturally responsive teaching, mental health support, and dedicated mentorship/check-ins for high-needs students. These Title I-funded initiatives ensure that instructional time is maximized, behavior disruptions are reduced, and all students—especially the most vulnerable—have equitable access to a safe, supportive, and rigorous learning environment.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Martinez Elementary can offer a flexible range of parent involvement opportunities by providing a variety of events, formats, and communication methods that cater to the diverse needs of its families. This includes hosting events at different times of the day (morning, evening, and virtual options) to support working families and those with limited transportation. Examples include academic nights, parent-teacher conferences, literacy and math workshops, and family engagement events.

To further increase accessibility, the school can use tools such as ClassDojo, TalkingPoints, and translated newsletters to communicate consistently in families' home languages. Martinez can also provide interpretation services and light meals during events to reduce common barriers to participation. Partnering with community organizations, such as Communities In Schools, can help expand outreach and offer services like parenting workshops or resource fairs. These strategies ensure that all families, regardless of schedule, language, or socioeconomic status, have meaningful opportunities to engage with and support their child's education.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3,674,594	To meet the needs of the school in all areas. This includes salaries, supplies, textbooks, custodian, and all other school based items.	Goals 1-3
At-Risk Weighted Allocation	\$339,702.07	At risk funds will be used to lower class sizes, and pay teachers additional preparation time to plan subsequent Tier 1 instruction.	Goals 1-3
EL Weighted Allocation	\$504,538	EL funds will be used to lower class sizes, and pay teachers additional preparation time to plan subsequent Tier 1 instruction. It will also be used to fund a Reading Center and an AM/PM Pre-K class.	Goals 1-3
General Carry Forward	\$0	N/A	
At-Risk Weighted Carry Forward	\$0	N/A	
EL Weighted Carry Forward	\$0	N/A	
Title IA	\$228,732	Title 1 Funds will be used to lower class sizes, staff a Language Learning Strategist as well as partially fund a community in schools liaison. It will also be used for parent involvement activities.	Goals 1-3

School Continuous Improvement Team

Team Role	Name	Position
Parent	Eugenia Ortiz	Parent
Parent	Maria Geminiano	Parent
Parent	Donisha Johnson	Parent
Support Staff	Yadira Herrera	TFA
Support Staff	Reyna Gutierrez	Office Manager
Teacher	Erin Nakaji	4/5th Grade Teacher
Teacher	Yvette Levesque	4/5th Grade Teacher
Teacher	Rona Sumanga	Resource Teacher
Teacher	Guadalupe Villanueva	EL Strategist
Teacher	Heather Somers	RBG3 Strategist
Assistant Principal	Mary McNeal	Assistant Principal
Principal	Tim Adams	Principal